



TEACHING LEARNING PROCESS EVALUATED BY STUDENTS - RESEARCH VIEW

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ABSTRACT

Student evaluation means evaluation of the academic performance of the teachers by their student. It may seem to one who is deep-rooted in the Indian tradition and culture to think about this venture and the reliability of the judgment of guru by his disciple. But with the Sea- change that has occurred in the global educational scenario and the consequent change in the teacher-student relationship from that a guru to that of a guide-cum-friend and a change in the classroom concept and environment student evaluation has gained significance. In the current educational scenario, learner autonomy has gained currency. Unless and until the learner is satisfied or what the teacher teaches reaches the learner and well received by the latter, the learner achievement remains a distant dream. One such guideline of UGC is evaluation and assessment performance of teachers, also NAAC has adopted ten parameters, one such parameter is Student Feedback. As far as the academic audit of the teacher performance is concerned the students are deemed as best judges. Hence their evaluation will hold good for the academic accountability of the teachers. (Kumar P 1985). Students are the observes in different institutions as they are the beneficiaries of the system. Provision should be made to involve students in varieties of situations of the curriculum transactions. Students can provide feedback in the functioning of various components of the curricula as they are fully involved in the process is the key factor in the process of re-organization. This study revealed that the performance of the teachers evaluated by their students.

KEYWORDS: Student evaluation, Teaching learning process and Teacher-student relationship.

INTRODUCTION

Education is the light that shows mankind the right direction to surge and helps in the overall development of a person. The purpose of education is not just making a student literature but to add their rationale thinking self- sufficiency and knowledge ability. Teaching is a planned activity. No act of teaching in to be performed without any objective or goal. The goal is learning. There are two independent sets of activities. A teacher cannot teach in a vacuum or the deaf wall of the classroom. This requires healthy interaction between the teacher and the learners. The different traits of personality and character of the teacher should be assessed. Different traits are expressed by the teacher in day to day's activities occurred in the classroom. Students are watching their behaviour in and outside the classroom, library, in the laboratory or in the playground.

Teaching is both an art as well as science - Silverman (1966). He explained that teaching like the practice of medicine is very much an art, which is to say, it calls for exercise of talent and creativity. A good teacher, like a great doctor, teaching means nothing more than mere giving information and imparting knowledge B.O Smith "teaching is a system of actions intended to produce learning. Good teaching results into good learning. In the process of teaching learning, teaching is the compliment of learning; they can take place in formal and informal situation. But learning is more an informal activity and less a formal activity. Sometimes the learner can learn independently. Thus we can confine that teaching and learning have some similarities and some dissimilarities. But there is no denying the fact that teaching and learning are intimately linked process.

Learning is never ending process. All learning takes place in some environment. The environment is the result of individual's physical and social conduct. Homely environment causes good learning. The students have to choose fresh time for learning. A fresh time, the mind is fresh is not fatigued anyway, is able to receive the knowledge easily and quickly. Like teaching, learning is also a life-long process. We can learn anything from anybody-may be a bird an animal. Teaching is a social phenomenon whereas learning is a psychological phenomenon. Teaching and learning process can be described in terms of the following five processes. They are:

- Curriculum design
- Implementation of quality
- Outcomes assessment
- Resource provision
- Pedagogical design

NEED FOR THE STUDY

Teaching and learning process is very important indicator to access the quality school because teachers are the advertisement of institutions according to the philosophy of model schools. It is necessary for teachers that they must be aware of their duties. They must update their knowledge and information according to the current situation. They must abide by the prescribed rules of institutions. They must know how to make teaching more effective, purposeful and treat students in appropriate ways. They must serve students without bias or favoritism, keep attendance record, encourage students' independence and pro-social behavior and prepare written progress reports according to the schools' framework. The

activities of teacher and learner are complex have to be harmonized. Teachers can play an important role in facilitating learning when they take into account the needs of the learners. The future students are in the hands of the teachers. The society must know about the teachers who impart education and mould our future generation. Only the honest teachers can produce honest learners in the classroom. Therefore teacher and his teaching ought to be ideal one. The purpose of the present study is to know the evaluation of students on teaching learning process that occurred in the classroom.

OBJECTIVES

- To understand the teaching learning process in different types of the schools.
- To understand the perception of rural and urban students regarding the teaching learning process.
- To know the opinion of male and female students about teaching learning process in the classroom

HYPOTHESES OF THE STUDY

- Different types of school students do not significant difference in perceiving the teaching learning process.
- There is no significant difference in teaching learning process between the rural and urban school students
- Male and female students do not differ in their evaluation on teaching learning process.

METHODOLOGY

The normative survey method is attempt to describe and interpret what exists at present in the form of condition, practices, processes and beliefs etc, it is concerned with the phenomena that are typical of normal conditions.. Hence a normative survey method is followed in the present study. The inferential statistics like t' test and F' test were calculated.

SAMPLE DESIGN

A sample is a small proportion of a population selected for observation and analysis. Stratified random sampling technique is adopted in this study. The sample comprises teachers and students from government, government-aided, matriculation, corporation and CBSE schools in Salem district. There are 48 schools from 1436 students were selected for the sample of the study.

TOOL FOR THE STUDY

Teaching effectiveness scale was an adopted tool and developed by Ethel S. Balachandran and E.G. Vedanayagam (1981) and this scale was modified by the investigator according to the current situation of the educational field. The scale reveals the teachers' characteristics of teaching behaviors which was perceived by the students and it has been considered as important in contributing to effective teaching. The scale has five –point rating scale with Strongly Agree, Agree, Undecided, Disagree and strongly disagrees. The reliability of the tool is 0.723 and the tool has face validity.

REVIEW OF RELATED LITERATURE

May Anata (2010) pointed in his study on "Using Technology to support Real Learning first in Alberta Schools - Research update. Teachers often adapt technology in imaginative ways to support the teaching – learning process for e.g. They may use educational software such as serious gaming, simulations and applications, acquire tools to support students with special needs, and encourage students to use the Internet to access inquiry based learning tools as well as books, journals, magazines and audio-video resources.

United Nations Educational Scientific and Cultural Organization Education (UNESCO) focused for all Global Monitoring Report on 2008, Education for all by 2015. This paper review recently relating to quality of teaching learning process with in schools in low income countries illustrated with analyses of specific initiatives to improve quality. This article focuses on three key areas of meeting diverse learners' needs, trends in curriculum change and enabling teachers including the provision of teaching learning resources.

Hypothesis – 1

There is no significant difference among the different types of schools in perceiving the teaching and learning process.

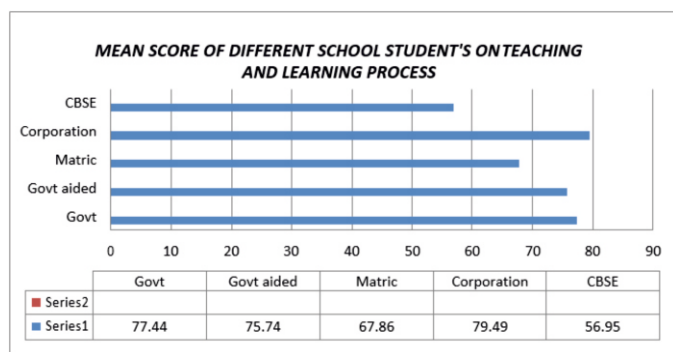
Table -1

Teaching & Learning Score				
S.no.	Type of school	Mean	S.D	No.
1	Government	77.44	10.30	559
2	Government aided	75.74	9.69	207
3	Matriculation	67.86	13.01	438
4	Corporation	79.49	8.59	212
5	CBSE	56.95	10.52	20
	TOTAL	74.29	11.98	1436

Table -2

Categories	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35836.026	4	8959.006	75.380	**
Within Groups	170076.300	1431	118.851		
Total	205912.326	1435			

Table -3



From the given table the result reveals that the mean scores of Government, Government aided and Corporations schools have high scores than Matriculation and CBSE. The 'F' values(75.380) presented in table reveals that there is significant difference in Teaching Learning Process between and within the schools.

Conclusion

There is significant difference in Teaching and Learning Process among the schools such as Government, Government aided and Corporation. They feel that the teaching learning Process is good in the classroom.

Hypothesis – 2

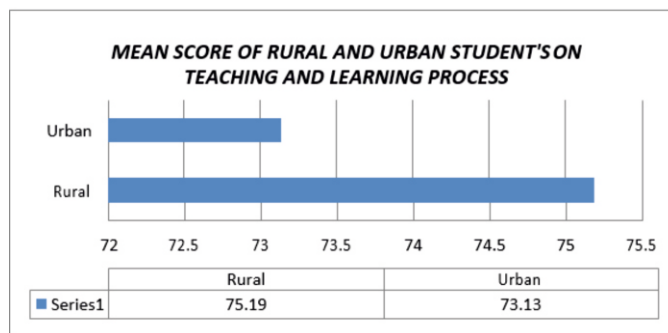
There is no significant difference in Teaching Learning Process of rural and urban schools.

Table - 4

Schools		Teaching Learning Score			
		Mean	S.D	No.	't' test
Locality	Rural	75.19	11.66	809	3.251 **
	Urban	73.13	12.29	627	
TOTAL		74.29	11.98	1436	

Table value 2.579

Table -5



't' values computed and presented in Table indicate that there is significant difference in Teaching and Learning Process. 't' value is greater than the table value. Hence the hypothesis is rejected. Hence it is concluded that according to student evaluation on (Teaching effectiveness) in Teaching Learning Process of rural schools have higher than the urban schools. Rural schools students feel more satisfied with the teaching learning Process in the classroom.

Hypothesis – 3

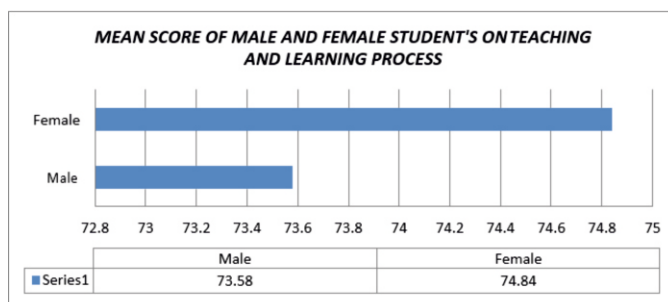
Male and Female students do not differ in their evaluation on Teaching and Learning Process.

Table -6

Gender	Teaching Learning Score			
	Mean	S.D	No.	't' test
Male	73.58	11.74	622	1.981*
Female	74.84	12.14	814	
TOTAL	74.29	11.98	1436	

Table value 1.96

Table -7



From the above table, it is noted that the calculated 't' value is 1.981 which is greater than the table value 1.962 at (0.05) level of significance for 1434 degrees of freedom. Hence the null hypothesis is rejected. Therefore it is concluded that the Male & Female students differ significantly in their response regarding the evaluation on Teaching Learning Process.

FINDINGS

- There is significant difference in teaching learning process among different type of schools in Salem district in TamilNadu. Here the Government, Government-Aided, and Corporation school students have good opinion about teaching learning process in the classroom.
- Rural school students feel more satisfaction with the teaching learning process in the classroom than the urban school students.
- Male and female students differ significantly in their response regarding the evaluation on teaching learning process. Here female students shows great extent to the teaching effectiveness.

DISCUSSION

In recent years there has been an increased concern among practitioners and educational researchers about the practical side and effectiveness of teaching learning process. The present study reveals that the teachers' should be positive as it leads to promote the teaching learning process in the classroom and ultimately it will enhance the quality of the school. Robert R. Machregor (2007) who expressed the teaching and learning process strengthens the quality of education in the school. David Frosta (2010) found that teacher's attitude improves the quality of teaching and learning process in the classroom. The findings of Clement Gauthier Martial Dembele (2004) revealed that teachers were the most influential factor in teaching learning process. The above research findings confirm that the quality of the school should create positive environment climate for the teachers,

it will improve the teaching learning process in the future classroom in all schools.

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